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ABSTRACT

Designed to assist faculty, staff, and administrators in understanding the strategic planning process at Florida's Santa Fe Community College (SFCC) and to help them develop guidelines to measure the effectiveness of their unit, department, or administrative area, this report outlines the key missions of the community college, presents sample criteria and measures specific to the strategic planning process, and includes an institutional self-assessment instrument. First, an introductory section reviews a set of proposed outcomes measures developed by a task force of Florida community college presidents, and discusses measures of external and internal effectiveness. Next, the 10 institutional mission goals of SFCC are presented. Intended to assist in the development of strategic self-evaluation plans, the remaining five sections provide a series of suggested criteria and related measurements for determining the effectiveness of: (1) the college administration, with suggestions including on-going evaluation of academic advisement, personal counseling, and career counseling and of admission, registration, and financial aid procedures; the development of a marketing plan; and research needs; (2) the transfer mission, with suggestions including pre- and post-testing to assess students' mastery of the general education core, defining "normal academic progress," and measuring student satisfaction; (3) the technology and applied sciences mission, with suggestions including reports on academic progress and pre- and post-testing to measure students mastery of prerequisite course content and theoretical and technical skills; (4) the developmental education mission, including suggestions regarding the testing, evaluation, and advisement of at-risk students; validation of placement strategies; and faculty development regarding student diversity; and (5) the community education mission, including suggestions regarding the review of course objectives, assessment of the economic impact of community education courses, and establishment of a dialogue with all areas of the service district. An administrative flow-chart, references, and an Institutional Self-Assessment Instrument developed by the American Association of Community and Junior Colleges are included. (PAA)

ED336134

MEASURING Institutional Effectiveness Through The Strategic Planning Process

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INSTITUTIONAL RESEARCH
Santa Fe Community College

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MEASURING INSTITUTIONAL EFFECTIVENESS THROUGH THE STRATEGIC PLANNING PROCESS

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Graphs by David N. Yonutas

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Forword

Santa Fe Community College (SFCC) is currently engaged in an institutional self-study process as a component of meeting the requirements of accreditation by the Southern Association of Colleges and Schools (SACS). During the course of preparing the self-study document, comprehensive survey instruments were administered to faculty, staff, administrators, the president and Board of Trustees and, most importantly, students representing all facets of the educational programs at SFCC. While respondents acknowledged the importance of their participation in the strategic planning process, their understanding of how it ultimately related to the attainment of the college's mission were less clear. The lack of clarity exhibited by the survey respondents seemed to warrant special consideration since understanding the strategic planning process is pivotal to the realization of the college's goals and objectives. This document was developed in response to that need and may be used as a reference for faculty, staff, and administrators seeking to develop guidelines to measure the effectiveness of their unit, department, or administrative area.

The pages that follow outline the key missions of the community college as described in "Assessing Institutional Effectiveness in Community Colleges" published by the League for Innovation (Doucette, Hughes, 1990). This outline has been developed further to include sample criteria and measurements that can be specific to the strategic planning process. An Institutional Self-Assessment Instrument reprinted from Building Communities Through Strategic Planning: A Guidebook for Community Colleges. (McClenney, Armes LeCroy and LeCroy, 1991) is provided as an additional resource.

Introduction

The concept of institutional effectiveness has evolved from the foundation of the strategic planning process. With the advent of new SACS criteria emphasizing institutional accountability during the decade of the eighties, the development of measurement strategies became critical to the evaluation of educational programs and services. Currently, Florida's community colleges are developing outcome measures that will standardize how educational effectiveness is measured throughout the system. A task force of community college presidents has been assembled to define outcome measures that cover the scope of the community college mission. The proposed measures are:

1. Mean grade point average for community college AA transfer students.
2. The percentage of AA and AS graduates as compared to first-time enrolled students seeking the associate degree.

3. Passing state licensure requirements and programs meeting the 70 percent placement standard.
4. The enrollment and retention rate of Black and Hispanic students.
5. Performance on the College Level Academic Skills Test (CLAST).

Although these outcome measures are still under consideration, they have been incorporated into the suggested criteria and measurements on the pages that follow.

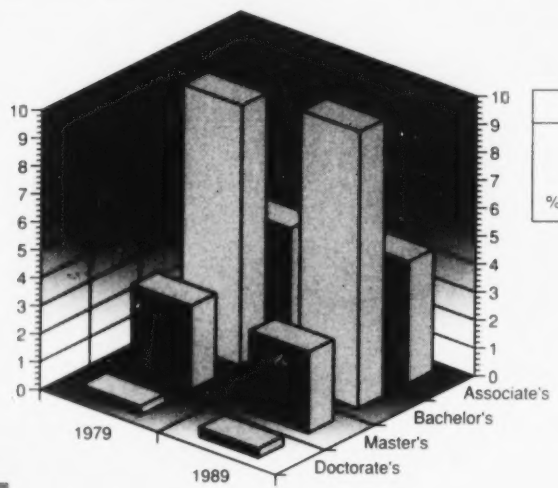
In 1990, the League of Innovation published a resource document entitled "Assessing Institutional Effectiveness in Community Colleges."[1] This publication defines the broad-based key educational missions shared by all community colleges. The key missions of the community college should ultimately be represented by institutional purpose and philosophy statements. These statements should provide the impetus to drive the college's annual strategic planning process. While a "process" will help guide the cycle of a college's planning activities, it may not be the best vehicle to integrate individual departmental goals and objectives into the overall mission of the college. However, by defining the key missions and focusing on how each department supports them through its activities, the process itself becomes clearer and better understood.

In order to measure effectiveness, external as well as internal factors must be measured. Examples of external factors may include the current demographics of the service district, projections for an increase or decline in population, the economic base of the service district and national trends that specifically impact education. For instance, monitoring higher education enrollment trends on the national level may provide insight into projecting future needs at the local level. See Chart 1.

1 Doucette, D. & Hughes, B. (Ed.). (1990). Assessing institutional effectiveness in community colleges. League for Innovation in the Community College.

Degrees Awarded Nationally

(Hundreds of Thousands)



	Doctorate's	Master's	Bachelor's	Associate's
1979	0.32	3.02	9.31	4.02
1989	0.33	2.9	9.89	4.36
% Increase	2.6	-4	6.3	8.4

Figures for 1989 are close estimates

Chart 1

Source: AACJC

Accountability measures developed from the mission statement should influence a college's academic offerings and the types of delivery systems that best meet the needs of the service district. Because community colleges have a diverse mission, changes in any of the factors mentioned above may alter the goals and objectives employed to compliment the mission. See Chart 2.

Although these factors have always influenced our direction as a multi-faceted postsecondary institution, they may not have been regarded a priori in the college's planning process. The pages that follow represent examples of how a unit, department, division, and ultimately Santa Fe Community College as a whole is guided by its stated mission. By outlining criteria which may be used to indicate the effectiveness of the administration and by using the four broad-based key missions of the community college defined by Assessing Institutional Effectiveness (the Transfer Mission, the Technology and Applied Sciences Mission, the Developmental Education Mission, and

Institutional Effectiveness

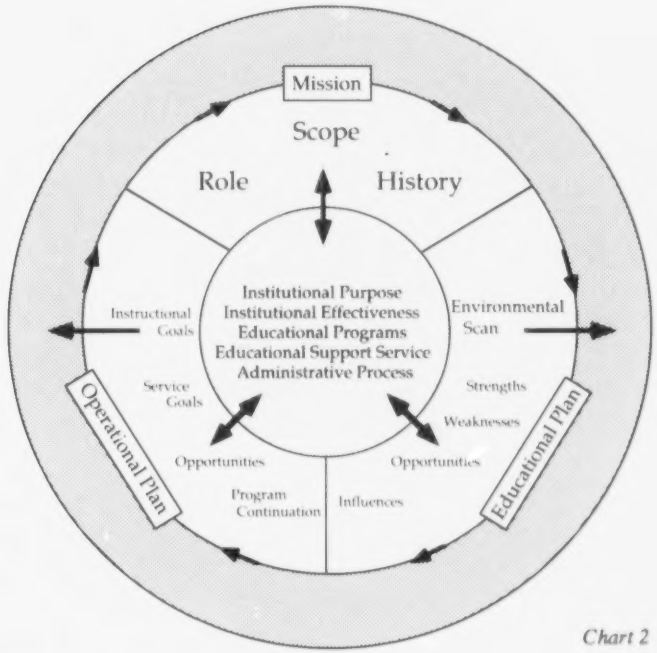


Chart 2

Source: Human Resources and Planning

the Community Education Mission) and the SFCC mission statement, the overall impact of the college can be measured through the development of strategies targeted to identify internal and external resources that can help evaluate our institution's effectiveness. Ultimately, each individual goal and objective, as it relates to the strategic plan should echo the direction of the mission statement. The college's mission statement, which was approved by the Board of Trustees in March 1991, appears below.

Mission Statement

Santa Fe Community College is a comprehensive community college committed to serving the higher education and lifelong learning needs of the residents of Alachua and Bradford counties. To fulfill this commitment the college has set certain goals for itself which include, but are not limited to, the following:

1) Providing the highest quality of post-secondary academic education, leading to the Associate of Arts degree.

2) Providing the highest quality of technical and applied science education, leading to the Associate of Science degrees, and/or Certificates of Training.

3) Promoting quality instruction as the key element in providing programs of excellence.

4) Promoting the admission of academically qualified students while maintaining a policy of open-door admission.

5) Encouraging an intellectual atmosphere conducive to pursuit of knowledge and the examination of ideas.

6) Providing student development services necessary to encourage and enhance the success and well-being of a diverse and ever-changing student population.

7) Promoting knowledge of this nation's heritage of ethnic and cultural diversity as well as its place in the global community.

8) Encouraging student and community participation in the visual and performing arts while serving as a focal point for community cultural activities.

9) Developing high quality community education and continuing education programs in response to community needs, local educational institutions, employers and agencies.

10) Continuing an active partnership in the economic development of the local and statewide community.

Basic Mission Statements	*Reference to SFCC Mission*
1. Transfer (AA) program	1, 3, 4, 5, 6, 7
2. Career education (AS and certificate programs; business and industry training, supplemental vocational training).	2, 3, 4, 5, 6, 7, 9, 10
3. Basic skills and developmental education (College prep instruct-, ion, vocational prep, adult basic, adult secondary, and General Education (GED) prep).	3, 5, 6, 7
4. Community education and community service.	3, 5, 7, 8, 9

The support provided by the college's administrative structure should be subtle enough so as not to dominate the direction of educational services, but focused enough to provide the support mechanisms necessary to enhance the college's overall operation at all levels. Ideally, it should operate as an infrastructure providing the essential backdrop that enables the college to accomplish its mission. The following organizational chart reflects the current administrative structure of the college. See Chart 3.

SANTA FE COMMUNITY COLLEGE
1991-92 Administrative Organization

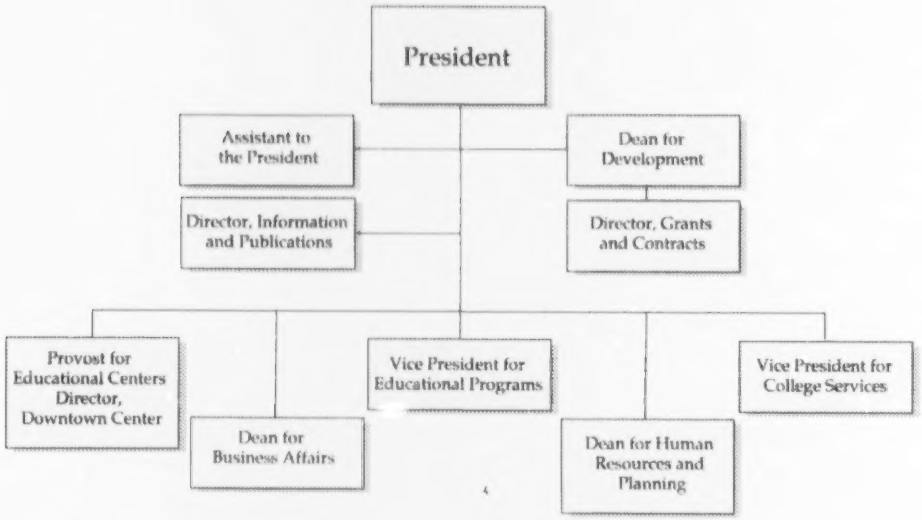

President
Assistant to the President
Dean for Development
Director, Information and Publications
Director, Grants and Contracts
Provost for Educational Centers Director, Downtown Center
Vice President for Educational Programs
Vice President for College Services
Dean for Business Affairs
Dean for Human Resources and Planning

Chart 3

Source: Human Resources and Planning

An Outline for the Development of a Strategic Plan to Determine the Effectiveness of the Administration

Using the administrative organizational chart currently in place, key elements that are critical to the enhancement and support of educational and service programs have been identified and appear below.

The following criteria and their measurements are only suggested and are not intended to be a comprehensive list of evaluative measures.

Suggested criteria and their measurements:

- Provide student centered support services that are cognizant of the unique needs of the diverse population as demonstrated by . . . *on-going evaluation of academic advisement, personal counseling, and career counseling services.*

- Provide state-of-the-art technical services for students that enable rather than deter the accomplishment of educational goals as demonstrated by . . . *on-going evaluation of admission procedures, registration procedures, and financial aid procedures.*

- Composition of the educational market as demonstrated by . . . *understanding the demographic composition of the service district. Development of a definition of SFCC's role in meeting the diverse needs of the service district. Identification of at-risk populations and intervention strategies designed to impact these groups.*

- Define the future goals and objectives of the educational programs and services provided by SFCC as demonstrated by the . . . *establishment of a marketing plan comprised of college and community personnel to target potential students and set goals for enrollment and retention.*

- Provide overall business management services for the institution as demonstrated by . . . *maintaining, and when possible, improving the financial "health" of SFCC through long range planning strategies. Flexible and efficient operating procedures insuring that timely, accurate services (i.e., payroll, purchasing, budget development, etc) are performed in accordance with State and Federal requirements with the direction of the President and Board of Trustees.*

- Provide innovative educational opportunities at off-campus sites and throughout the service district as demonstrated by . . . *needs analysis surveys, key informant surveys, and the analysis of the economic and industrial needs of the service district.*

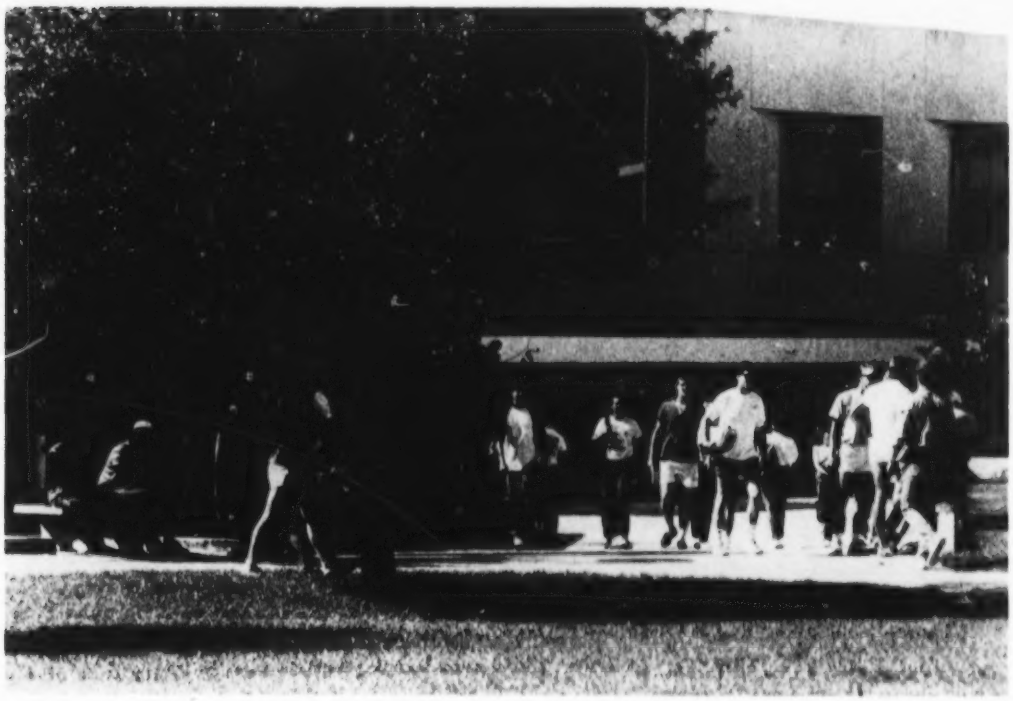
- Fair and equitable hiring and employment practices as demonstrated by . . . *providing straight forward procedures designed to ensure equal access and equal opportunity in hiring new college personnel and for all college employees.*

- Provide an atmosphere that encourages faculty development and growth as demonstrated by . . . *the existence of an innovative environment where faculty can develop, refine and enhance diverse educational programs in order to meet the needs of the service district, and their own professional development.*

- Provide opportunities for the development of outside funding sources (grant, contract and private) in order to enhance the college's educational programs as demonstrated by . . . *the increased knowledge of and participation in external funding programs, longitudinal studies analyzing the status of external funding sources and the dollars generated through their acquisition.*

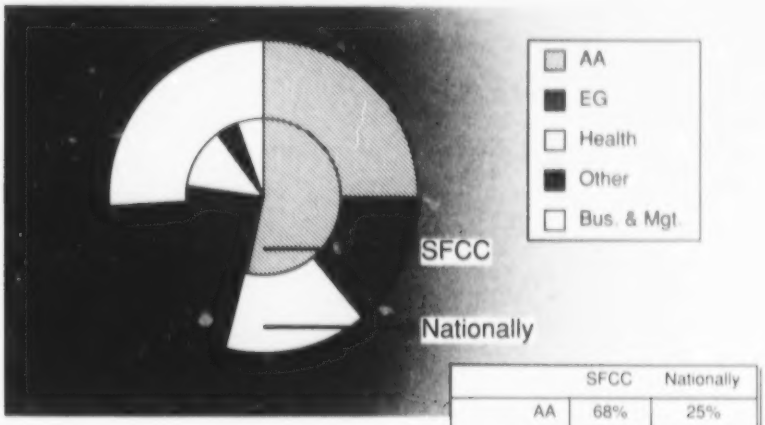
- Provide ethical and truthful information that reflects the mission, scope, and opportunities provided by the college to all of its constituents as demonstrated by . . . *college publications, i.e., catalog, schedule of courses, brochures, and media advertising.*

- Maintain the college's physical plant at a level that supports quality instruction for students, and a quality working environment for faculty and staff as demonstrated by . . . *on-going analysis of the physical plant through needs assessment. Employee and student surveys analyzing the quality of the physical plant. Compliance with safety code regulations.*



The college's transfer mission is one of the four basic missions of the institution. Student representation in the Associate of Arts degree track is high at SFCC when compared with student representation in AA degree programs nationally. See Chart 4.

Composition of Associate Degrees



	SFCC	Nationally
AA	68%	25%
EG	30%	14%
Health	16%	15%
Other	6%	20%
Bus. & Mgt.	7%	26%

Chart 4

Source: AACJC

However, not all students enter the AA degree track with the intent of receiving a degree or transferring to an upper division institution. The diverse character of student goals and objectives must be basic to all criteria and measurements used to evaluate this mission. Meeting these diverse needs should be directly tied to the educational accountability of the institution.

The following criteria and their measurements are only suggested and are not intended to be a comprehensive list of evaluative measures.

Suggested criteria and measurements:

Mastery of the general education core as demonstrated by . . . *pre- and post-testing in selected courses, grade reports, Gordon rule course grades, performance on College Level Academic Skills Test (CLAST), graduation rates, longitudinal studies.*

- Refining student goals and objectives as demonstrated by . . . *the definition of "normal academic progress," monitoring grade reports and Gordon rule course grades.*

- Knowledge of student support services, on-going personnel career counseling as demonstrated by . . . *institutional marketing strategies designed to inform students of student support services.*

- Student satisfaction as demonstrated by . . . *faculty evaluations, institutional evaluations (including all support services, i.e., library, food services, student activities), and follow-up surveys.*

- Understanding the diverse goals and objectives of students in the AA degree programs as demonstrated by . . . *the expansion of the definition of completion to include exit from the AA program with specific skill mastery versus the attainment of a degree.*

- Graduation/completion rates as demonstrated by . . . *successful transfer to senior institutions. Student, faculty, employer satisfaction with SFCC's AA program as demonstrated by follow-up questionnaires and longitudinal studies.*

- Understanding the function of articulation with the State University System (SUS). Attainment of coping strategies tied to success in an upper division college/university as demonstrated by . . . *locally held articulation meetings with senior institutions. The development of studies designed to follow-up student graduation and persistence toward a four-year degree. Longitudinal studies monitoring student progress in SUS. See Chart 5.*

GPA Comparison of SFCC AA Graduates with Native SUS Population

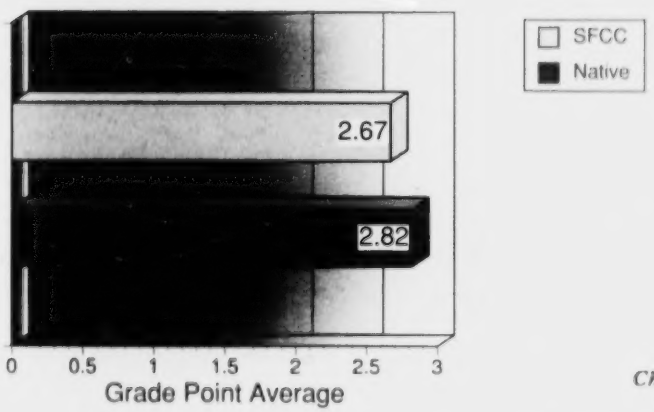


Chart 5

Source: AA Program Review, 1989-90

The strength of this mission, in part, lies in its responsiveness to change. Successful programs draw strength from changing technology and economic trends impacting employment opportunities. By successfully tapping into the economic climate of the service district, the college can play a key role in assessing the current as well as the future needs of the community. See Chart 6.

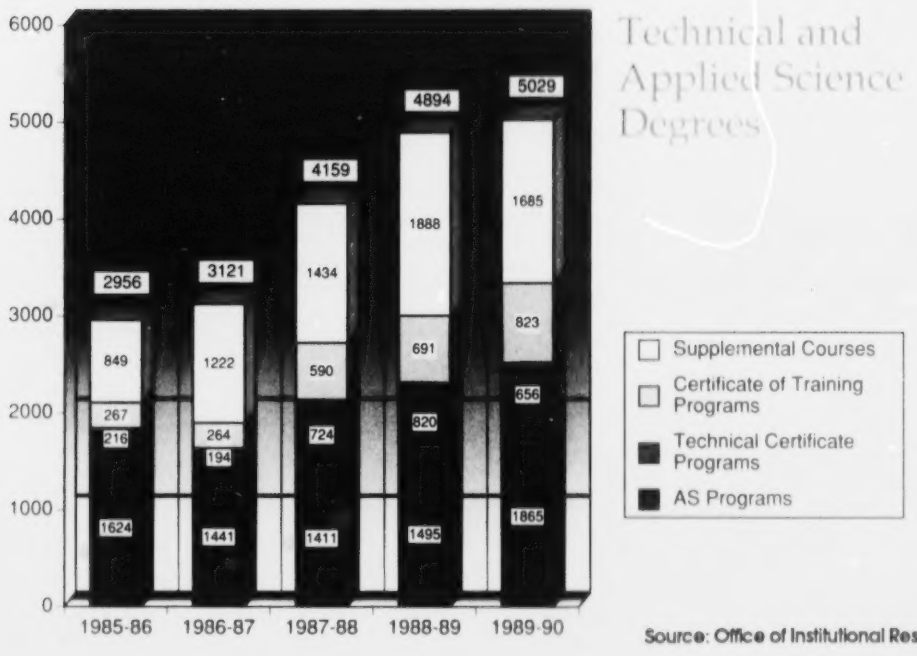


Chart 6

The following criteria and their measurements are only suggested and are not intended to be a comprehensive list of evaluative measures.

Suggested criteria and measurements:

- Mastery of prerequisite course content as demonstrated by . . . *academic progress reports, grade reports.*

- Mastery of theoretical and technical skills as demonstrated by . . . *pre- and post-testing. Instructor and clinical/technical progress reports.*

- Successful program completion as demonstrated by . . . *monitoring academic progress throughout the curriculum. Withdrawal, drop/add reports, grade reports, follow-up surveys (student surveys and employer surveys).*

- Successful passing rates on licensure and/or competency examinations as demonstrated by . . . *monitoring licensure test results. Comparison of test results with performance on the student's academic record.*

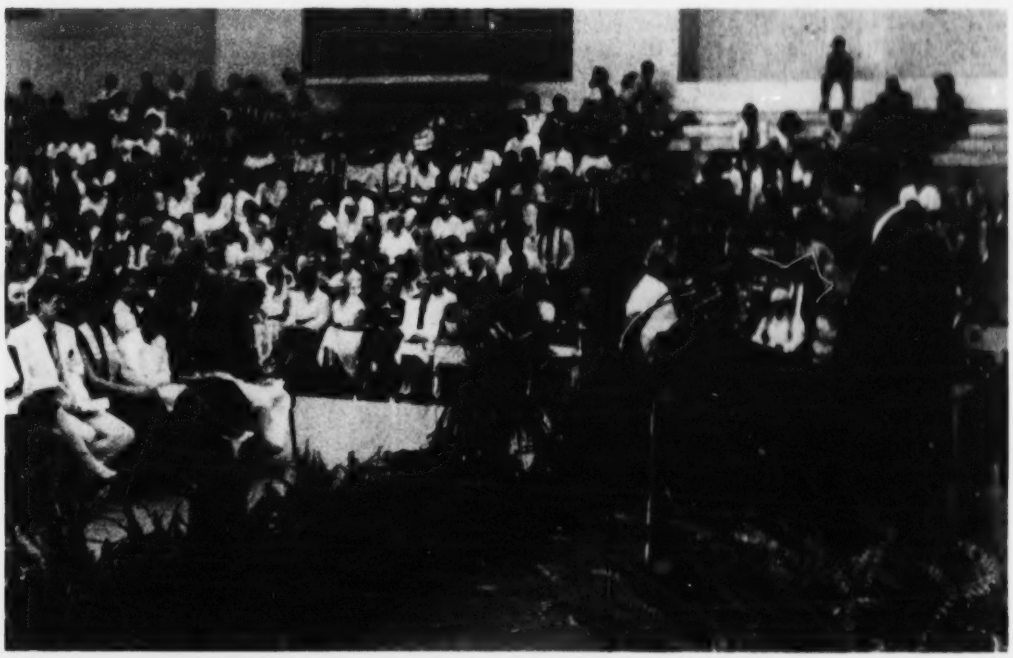
- Integration of general education courses into the curriculum as demonstrated by . . . *the incorporation of SACS criteria relevant to general education and elective courses into each Technology & Applied Sciences program.*

- Student satisfaction as demonstrated by . . . *student evaluations, follow-up surveys from students after leaving/completing the program.*

- Job placement rates as demonstrated by . . . *follow-up surveys from students and employers, data from State Placement files.*

- Preparation of students in basic skills, technical skills, and life preparedness skills as demonstrated by . . . *follow-up surveys with students and employers.*

- Satisfaction and confidence in acquired skills as demonstrated by . . . *follow-up surveys with former students and employers, data from State placement files.*



An Outline for the Development of a
Strategic Plan to Determine the Effectiveness of
The Role of the Developmental Education Mission

In addition to elevating the basic skill level of students, successful developmental education strategies must embrace the breadth of the entire educational curriculum. The acquisition of skills must be viewed as more than the mastery of specific courses; rather it represents the foundation of a student's future educational success.

The following criteria and their measurements are only suggested and are not intended to be a comprehensive list of evaluative measures.

Suggested criteria and their measurements:

- Identification of students-at-risk as demonstrated by . . . *testing, evaluation, and academic advisement.*

- Accurate placement testing as demonstrated by . . . *pre-test (admission) follow-up testing (after enrollment) to validate placement strategy.*

- Collect information about student academic goals as demonstrated by . . . *exposure to and completion of the master student curriculum, counseling, at-risk services. Development of longitudinal studies designed to follow the progress of students-at-risk.*

- Defining the role of college preparatory instruction as demonstrated by . . . *the integration of master student and career development strategies throughout the curriculum. Development of student awareness of placement implications and the role of college prep as a foundation to success in the curriculum.*

- Accommodating student diversity through the consideration of social, economic, and cultural uniqueness as demonstrated by . . . *heightened faculty, staff and administration awareness of the diversity of the student population through inservice programs, retreats, and progress reports/papers from developmental education staff.*

- Attainment of basic skills as demonstrated by . . . *pre- and post-testing, comparison studies, on-going evaluation of instructional techniques, and student performance.*

- Progression through course modules at a reasonable rate as demonstrated by . . . *on-going assessment of student progress, evaluation of instructional strategies and techniques.*

- Satisfactory completion and integration into college level curriculum as demonstrated by . . . *longitudinal studies, grade report patterns, including evaluation of withdrawal rates.*

- Student satisfaction with meeting personal educational objectives including student retention and completion as demonstrated by . . . *longitudinal studies, student satisfaction surveys and follow-up studies.*

Community Education at Santa Fe Community College provides unique educational opportunities for the residents of Alachua and Bradford counties. For many students, their first encounter with this program may be a determining factor in whether they choose to continue their education in a more traditional setting.

The following criteria and their measurements are only suggested and are not intended to be a comprehensive list of evaluative measures.

Suggested criteria and their measurements:

- Define the preferred outcomes of Community Education programs as demonstrated by . . . *documented course objectives that are reviewed and updated. Student evaluations, enrollment trend analysis.*

- Determine whether the economic impact of Community Education programs has been assessed in terms of benefit to the community and cost effectiveness to the institution (SFCC) as demonstrated by . . . *cost analysis, key informant surveys, and enrollment analysis.*

- Insure that a mechanism is in place to assist Community Education students in developing an educational plan should they so desire as demonstrated by . . . *student surveys, mock "college night" provided for community education students outlining SFCC educational programs.*

- Insure that an orientation program which defines the colleges role in the community reaches community education instructional personnel as demonstrated by . . . *employee orientation, broad-based distribution of facts and figures heightening the critical role instruction plays in community education programs.*

- Determine the utilization of the community education program and whether these programs are accessible throughout the service district as demonstrated by . . . *needs analysis surveys, longitudinal studies, population/key informant surveys, and course demand analysis. Establish and maintain a dialogue with all areas of the service district.*

- Determine student satisfaction with the instructional services provided by the college as demonstrated by . . . *instructor, course, and program evaluations.*

Summary

The preceding pages have outlined some suggested sources of information that may be used to evaluate institutional effectiveness at SFCC. In many instances effectiveness measures are already incorporated into the ongoing educational activities of the college and are documented as a part of the strategic planning process. SFCC will continue to refine this process throughout the next decade as shifts in enrollment and the availability of state funding for postsecondary education shape the character of the college and the services it provides. These challenges can only be met if the effectiveness of our programs and services can be measured and documented.

In addition to the suggested criteria and measurements appearing on the previous pages, the Institutional Self-Assessment Instrument (Appendix I) may be used to gather perspectives that are critical to determining institutional effectiveness as it relates to the administrative structure and the four key educational missions of the college. The American Association of Community and Junior Colleges has generously granted their permission allowing SFCC to reprint this survey instrument.

APPENDIX I

Institutional Self-Assessment Instrument

This instrument is offered as a tool to assist colleges in assessing their current status as related to the recommendation in *Building Communities: A Vision for a New Century.* Definitions for the ratings are as follows:

Exemplary = Proven to be highly successful in meeting institutional goals. may be used as a national model.
Adequate = Meeting current needs, but must be improved and expanded upon.
Inadequate = Proven to be unsuccessful in meeting institutional goals. New directions and strategies are needed.

I. Student and Faculty Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
1. Vigorously reaffirm equality of opportunity as an essential goal.			
2. Develop an outreach plan for disadvantaged students, specifically including an Early Identification Program with surrounding schools, focusing first on junior high school students.			
3. Expand and improve outreach programs for adults, reaching such groups as displaced workers, single parents, and adults returning after military service.			
4. Develop a first-year retention program with orientation for all full-time, part-time, and evening students. Such a program would include advising, an "early-warning" system, career counseling, and mentoring arrangements.			
5. Reduce, by 50 percent during the next decade, the number of students who fail to complete the program in which they are enrolled.			
6. Bring together older and younger students and those from different ethnic and racial backgrounds to enrich learning.			
7. Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.			

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I. Student and Faculty Recommendations *continued* *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
8. Increase the percentage of faculty members who are Black, Hispanic, and Asian, by identifying future teachers from among minority students in high schools and community colleges and making graduate fellowships available to minority students who plan to teach in community colleges.			
9. Develop a faculty renewal plan, in consultation with the faculty, that includes campus workshops, faculty-led seminars, retreats, short-term leaves, and sabbaticals.			
10. Set aside at least 2 percent of the instructional budget for professional development, providing small grants to faculty members to improve teaching through an Innovative Teachers' Fund.			
11. Develop policies and programs for the selection, orientation, evaluation, and renewal of part-time faculty.			
12. Avoid the unrestrained expansion of part-time faculty and assure that the majority of credits awarded are earned in classes taught by full-time faculty.			
II. Curriculum Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
13. Assess the reading, writing and computational ability of all first-time community college students when they enroll.			
14. Place students who are not well-prepared in an intensive developmental education program.			
15. Ensure that college students become proficient in the written and oral use of English, with all students completing a college-level writing course.			
16. Teach oral and written communication in every class, with student enrollment in the basic English course restricted to no more than 50 students and writing labs scheduled in sufficient blocks of time so that students may receive individual tutoring.			
17. Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.			
18. Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.			
19. Increase the impact of the core curriculum by presenting international perspectives in the curriculum, integrating the core into technical and career programs, and finding new ways to accomplish common learning goals for students enrolled in nondegree or part-time programs.			
20. Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.			

II. Curriculum Recommendations *continued* *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
21. Make experimental "inverted degree" models available in every state, through which specialized two-year programs would be followed by a general education sequence offered by a four-year institution.			
22. Insist that faculty close the gap between the so-called "liberal" and "useful" arts and that special attention be given to the selection of technical education faculty and administrators to assure that they can develop up-to-date programs that integrate the core curriculum and technical education.			
23. Insure the viability of the Associate of Applied Science Degree by giving attention to communication, computation, and problem-solving competencies in addition to technical education skills.			
24. Develop a clear agreement among faculty, students, and administrators on what portions of the core curriculum are to be included in education programs.			
25. Work with employers to develop a program of recurrent education to keep the work force up-to-date and well-educated.			
26. Introduce all students to the concept of life-long learning as part of the college orientation.			
27. Provide adult and continuing education programs that offer enrichment for citizens throughout their lives. Specifically, these programs need to draw on the intellectual and cultural resources of the college, reflect both community college needs and the education traditions of the institution, and be coordinated with schools, churches, and other groups to avoid unnecessary duplication.			
28. Emphasize civic literacy for adult continuing education programs by focusing on government, public policy, and contemporary issues.			
III. Instruction *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
29. Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.			
30. Restrict class size in core curriculum and developmental courses and encourage all faculty to teach core classes and continually strengthen the literacy skills of their students.			
31. Establish Distinguished Teaching Chairs or other appropriate recognitions for faculty who have demonstrated excellence in teaching.			
32. Promote the role of the faculty member as classroom researcher, focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn.			
33. Develop a campus-wide plan for the use of computer technology in which educational and administrative applications are integrated.			
34. Develop incentive programs for faculty who wish to adapt educational technology to classroom needs.			

III. Instruction *continued* *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
35. Establish a clearinghouse at AACJC to identify educational software of special value.			
36. Use technology to continue to extend the campus, providing instruction to the workplace, to schools, and to other community organizations.			
37. Explore new uses of technology to build a national network of community college educators who - through electronic networks, satellite classrooms, and conferences - can transcend regionalism on consequential issues.			
IV. College Campus Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
38. Build community beyond the classroom by strengthening the traditions of the college as a community of learning and making a full range of support services available to all students, even on weekends and evenings.			
39. Encourage counselors to work in close collaboration with faculty to build a learning community, with nonfaculty personnel also playing a strategic role in the building of community on campus.			
40. Insist that separation based on age, race, or ethnicity is not permitted and encourage collaboration between students with different backgrounds.			
41. Coordinate international activities - perhaps in a single office - using foreign students as campus resources for enriching student and faculty knowledge of other countries.			
42. Encourage student participation in community service programs and ask students who participate to write about their experiences.			
V. Community Partnership Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
43. Organize school/college consortia, developing a plan for educational excellence, identifying at-risk youth in junior high school, providing enrichment programs that make it possible for such students to complete high school, and providing local high schools with information on the academic performance of their graduates who go to college.			
44. Strengthen the transfer function of the community college by urging more students to consider a baccalaureate degree program and making a special commitment to increase transfer rates among Blacks and Hispanics.			
45. Insist on coherent two-year/four-year transfer arrangement in every state, including the coordination of academic calendars and common course numbering in general education sequences.			
46. Encourage decision makers to use community colleges as a major resource in promoting state or regional economic development.			

V. Community Partnership Recommendations *continued* *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
47. Establish regional clearinghouses to keep track of emerging work force needs in areas served by the community college.			
48. Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employers.			
49. Carefully integrate alliances with employers into existing community college programs and interests.			
VI. Leadership Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
50. Develop strong presidential leaders who are able to inspire colleagues and convey a larger educational vision.			
51. Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.			
52. See the president as the foremost advocate for teaching and leading at the college.			
53. Strengthen their governance by relying on a wide range of decision-making processes that include collective bargaining, faculty senates, effective committee structures, or other mechanisms.			
54. Make substantive leadership development experiences available for faculty and administrators at each community college, with faculty leaders encouraged to more actively participate in these processes.			
55. Strengthen the role of community college trustees by stressing their role in selecting an effective leader and defining and monitoring institutional goals, and by expanding the professional development of community college trustees.			
56. Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.			
57. Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.			
58. Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.			
59. Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.			

VII. Assessment Recommendations *Community colleges should . . .*	Our college is:		
	Exemplary	Adequate	Inadequate
60. Stress classroom evaluation as the central assessment activity of the college.			
61. Develop a campus-wide assessment of institutional effectiveness with faculty and administrators involved in explicitly defining educational outcomes.			
62. Insist that college-wide assessment measure student competence in literacy, general education, and an area of specialization.			
63. Conduct periodic interviews or surveys of current students, graduates, and employers of graduates to help determine institutional effectiveness.			
Comments			

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